DOCUMENT RESUME

ED 238 805 SO 015 367

AUTHOR Maxey, Phyllis F.
TITLE Youth for Hire. Instructor's Guide [and] Student Materials. Business Issues in the Classroom. Revised.
INSTITUTION Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE 83
NOTE 33p.; For related documents, see SO 015 366-381.
AVAILABLE FROM Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Business; Case Studies; Economics Education; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Employers; Employment Interviews; Employment Opportunities; Employment Practices; Employment Qualifications; Instructional Materials; Job Application; Job Performance; Job Satisfaction; Labor Market; *Labor Relations; Laws; Learning Activities; Secondary Education; Simulation; Skill Development; Unemployment; Units of Study; Work Attitudes; Work Environment; *Youth Employment; *Youth Problems

ABSTRACT

One of a series of secondary level units on business issues, this packet focuses on the relationship between business and young employees. The packet contains a teacher's guide and a student activity section. Within the teacher's guide, an overview of activities, objectives, and time frame precedes summaries of five daily lesson plans. Also included are answer keys to written activities, background readings, and recommendations for using business resource people. In the student section, a review of the present job market and work force is followed by nine learning activities which examine problems of youth employment from the perspectives of both the employee and the business. Two case studies recreate interviews with an angry employer and employee. In simulations, students play an applicant interviewing for a job and an employer assessing the job qualifications of several young applicants. Skill building activities provide practice in chart and graph interpretation and community resource utilization. Readings examine the current unemployment situation, legal rights and restrictions governing working minors, and want ad information. In a supplementary project, students work together to develop strategies for easing various youth employment problems. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238805

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Marshall Croddy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

YOUTH FOR HIRE

Instructor's Guide

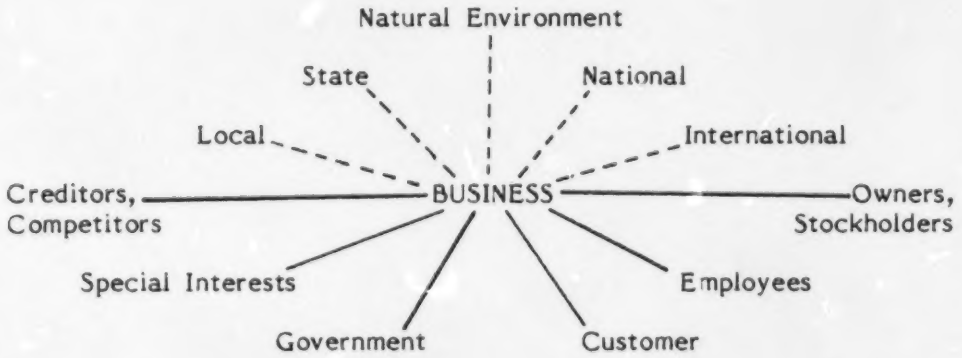
SP 015 367

Author: Phyllis F. Maxey
Business Issues in the Classroom
Constitutional Rights Foundation
Los Angeles, California
Revised, 1983

YOUTH FOR HIRE

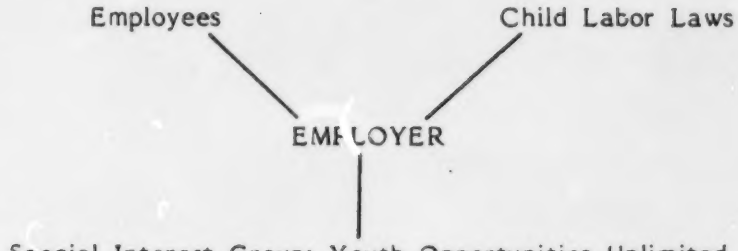
OVERVIEW

Business Issues in the Classroom (BIC) introduces students to exciting, difficult, and complex decisions that face the business community today. Case studies and activities help students understand the setting in which American companies must function. This business environment includes many groups with conflicting interests: stockholders, consumers, employees, special interest groups, business competitors and creditors, and government. These groups affect business and, in turn, are affected by business decisions. Each BIC lesson plan focuses on a specific issue which highlights a particular relationship in the business decision-making environment.



THE BUSINESS DECISION-MAKING ENVIRONMENT

Youth for Hire focuses on the relationship between business and labor, in particular young employees. The problems of job hunting, unemployment, choosing a career, and unpleasant working conditions are illustrated from the perspective of young people. The problems of hiring the young, legal restrictions on employers, and the need for skills and experience are illustrated from the perspectives of business people.



BUSINESS AND YOUTH EMPLOYMENT

Activities include two case studies, a role play, skill building activities in reading want ads and analyzing charts and graphs, readings on unemployment and legal rights and restrictions for working minors. The lesson can be extended with additional role play situations and a youth action project in which students help each other work on the youth employment problem. A vocabulary worksheet reviews some of the terms used in the lesson.

OBJECTIVES

Students will be able to:

1. list three concerns of an employer when looking for a new employee.
2. define unemployment and describe the present unemployment situation in America.
3. list several job opportunities for the future which will be in great demand.
4. describe how the law affects their own employment opportunities.

TIME FRAME

5 or more class periods

CLASSROOM APPLICATIONS

DAY 1 Discussion: Assign students to read the introduction, p. 1, and read aloud the two case studies, "The Case of the Angry Employees" and "The Case of the Angry Employer," p. 2-4. Answer the discussion questions on p. 4-5 and encourage students to talk about their own experiences with employers. Ask students why people work. Is the motivation economic or cultural? How important is education to a person's success at finding a job? You may wish to introduce some of the information on the youth labor market presented in the Employment Report of the President in the Teacher Background section of this guide, p. 7-8. The Report finds a strong association between level of education and employment, and presents a profile of estranged youth who are neither at work, in school, nor in job training. Assign the activity, "Job Hunting," on p. 6 to be completed for class tomorrow.

DAY 2 Discussion and Skill Building: Using the want ads on p. 6, choose several to examine carefully. Students may not know the meaning of abbreviations in want ads (Xlnt. benefits, bkgd., exper.) or the salary for the janitor's job "$750" (per day? week? month?). Review their answers to the questions.

Direct students to the graphs on p. 7-9. Discuss the definitions of unemployed and answer the questions on the graphs, p. 10. This will help them in their research work for the next activity. Answers to the true/false quiz are found on p. 5 of the Instructor's Guide.

Use a newspaper article such as the one on p. 9-10 in the Teacher Background section of this Instructor's Guide to discuss current unemployment conditions.

DAY 3 Research Activities: Refer students to p. 11. As an in-class or homework assignment, have students use the library, telephone, and people as resources for finding out more information on unemployment. Each student or team of students should report their findings to the rest of the class. If desired, they can also submit a written report of their research findings.

DAY 4 Discussion and Skill Building: In helping students read the chart on labor statistics, p. 12 you might first have them answer the questions on p. 13 either individually or in small groups. Then discuss the answers as a class. You may wish to raise the issue of technical obsolescence in conjunction with the discussion of jobs for the future. Ask students what they would do if, after getting the proper education in a particular field (e.g., computer programming), they were to find it impossible to get a job. The reasons could lie in an oversupply of people with those skills or, because of rapid change, unemployment for such workers due to new technologies. Is there any help for such workers? You might want to have a school counselor or a business person discuss careers.

DAY 5 Role Play: Read the introductory paragraph to "You're the Boss," p. 14. Divide the class into groups of five and assign the roles of 1) the bakery manager, 2) Ms. Jones, 3) Mr. Croddy, 4) Mr. Duc, and 5) Johnny Wright. Allow ten minutes for each person to prepare his/her role. In each small group, the manager interviews the four job applicants and decides who should be hired. Additional role plays can be assigned from p. 16.

Discussion: Discuss each manager's decision using the questions on p. 15. Questions 7 and 8 introduce restrictions on hiring minors. The reading on p. 17-18 explains why Johnny Wright could not be hired.

Students can work in small groups to complete the Problem Solving activity on p. 19. Groups should share their suggestions with the class.

USING A RESOURCE PERSON IN THE CLASSROOM

Business Issues in the Classroom (BIC) has a talented group of business professionals who are prepared to teach one day of this lesson. At least two weeks in advance, call the Constitutional Rights Foundation (213) 473-5091 and ask the BIC placement coordinator to arrange a classroom visit.

The business resource person could participate in the following ways in the "Youth For Hire" lesson:

Day 1: The business person uses the two case studies and discussion questions on p. 4-5 and shares business perspectives on hiring and training young people.

Day 4: The business person uses the chart on "Jobs in 1990" on p. 12 to discuss job opportunities of the future and the educational requirements for such jobs.

Answers to True-False Quiz on the Unemployed, p.10

1. True
2. False; such a person would be classified as "not in the labor force."
3. True
4. True
5. False; most are in school or have home responsibilities. Only 18% think they cannot get a job.
6. True
7. True
8. True
9. False; home responsibilities, school and retirement are more frequently given as reasons for non-participation.
10. True

Answers to Jobs in 1990, p. 13

1. Jobs that will decrease in opportunities are: compositors, postal clerks, meatcutters, private household workers, secondary school teachers, gas station workers, shoe repairers.
2. The numbers in the first column are the total numbers of workers estimated to be employed in those occupations in 1978.
3. Four jobs with highest yearly earnings are: lawyers, airplane pilots, dentists, and health service administrators.

4. Four jobs with the lowest hourly earnings include: guards, waiters and waitresses, taxicab drivers, assemblers, shoe repairers, and sales workers.
5. The highest numbers of jobs in 1978 were in these occupations: secretaries, building custodians, bookkeepers, and local truckdrivers.
6. Jobs that will increase in demand include: computer programmers and systems analysts, computer service technicians, dental hygienists, homemaker/health aides, guards, flight attendants, industrial machinery repairers, nurses and aids, bank officers, and business machine operators.

Answers to Vocabulary Worksheet, p. 20

1. WANT AD	2. MINORS	3. FEDERAL
4. WORK PERMIT	5. UNEMPLOYED	6. WAGE

7. EMPLOYER — a person or company that gives work to and uses the services of people in return for wages
8. HARD-CORE UNEMPLOYED -- people who have given up looking for a job
9. QUALIFICATIONS--background or skills that enable a person to do a job
10. INTERVIEW -- a formal meeting between employer and employee to gather information and assess a person's merits

BACKGROUND INFORMATION

Employment and Training Evaluation Report

Youth

Factors Influencing Labor Market Experience. The 1979 and 1980 youth NLS Surveys were used to explore the economic, social, and psychological factors responsible for variation in youths' labor market experiences.[18] The report includes the following findings:

- The duration of tenure in jobs found by unemployed, out-of-school youth tended to be short: over four-fifths did not remain in the new job for more than six months.
- Comparing the employment situation of out-of-school black and white young men who were 18 to 21 in 1979 with their counterpart in 1971 (using the cohort of young men first interviewed in 1966), the number of weeks of nonemployment was dramatically higher for blacks in 1979 than in 1971. This increase appears to be associated with an increase in chronic long-term non-employment among a growing subsample of black youth.
- Comparing young men during 1967–1969 and during 1979–1980, the researchers found that black wage rates improved more than white wage rates, and that the rate of return for education increased more for black men than for whites. However, young black men continued to have done less well in the labor market than whites with identical characteristics. Consequently, the researchers concluded that blacks are more likely to remain unemployed because they may aspire to receive the wage rates their white counterparts earn. Both white and black young unemployed men in 1979 generally had higher reservation wages (adjusted for inflation but not for changes in the minimum wage) than comparable youth in 1969.
- When family background, attitude and schooling factors were taken into account, minorities were no more likely than whites to drop out of school or not continue on to college.
- For young men, academic and vocational training reduced the number of weeks unemployed, and vocational training increased the number of hours worked annually. For young women, academic and vocational courses increased hourly earnings, increased annual hours worked, and reduced unemployment. The payoff for vocational training was higher if it was part of a program rather than consisting of courses in unrelated areas. Also, it was higher for persons employed in jobs where their training could be used, with the strongest effects associated with office occupations.
- One-fifth of the young men and one-tenth of the young women reported that at least part of their financial support was derived from illegal activities. The association be-

[18] Michael E. Borus, et al. *Pathways to the Future. Vol. II. A Final Report on the National Longitudinal Survey of Youth Labor Market Experience in 1980* (Columbus, Ohio: Ohio State University, 1982).

Source: Employment and Training Evaluation Report of the President, U.S. Department of Labor, Washington, D.C. 1982.

Employment and Training Evaluation Report

tween illegal behavior and social class, measured by race and poverty status, was much weaker than the association with level of education.

Youth Labor Market. Changes in the job market for youth during the 1960's and 1970's were analyzed, using the Current Population Survey and a variety of other data sources. The study[19] examined the demographic composition of the work force, including the effects of the post-war "baby boom," relationships between schooling and wages over time, and career patterns of youth. Some of the findings were:

- Young workers' wages declined relative to older workers' wages.
- Wages of college graduates declined relative to high school graduates.
- Employed young black workers increased their wages more than employed young white workers.
- For youth, the labor market is quite elastic. Wages readily shifted in response to supply and demand conditions.

Estranged Youth. Over 100 individuals were given in-depth interviews in a study[20] of the attitudes, behaviors, experiences and expectations of "estranged" youth. ("Estrangement" was regarded as an attitude but it was defined operationally as youth who were neither at school, at work, nor in work training.)

The researchers found that many came from broken homes characterized by parental conflict, alcoholism, and physical violence. The majority were spending most of their time in nonproductive and, frequently, illegal activity. These youth were not served by current employment-education-enhancement programs.

These youth still aspired to "good" jobs—jobs with wages sufficient to allow for a "good" life. However, the researchers concluded that it is unlikely they will be able to achieve their aspirations. Without some form of intervention, the chances for these youth to lead productive and responsible adult lives are remote.

Hispanics

Income Differentials. A study[21] analyzed the reasons for income differentials between white non-Hispanics, blacks and each of five Hispanic origin groups—Mexicans, Puerto Ricans, Cubans, Central and South Americans, and other Spanish. Econometric modeling techniques were used with data from the 1976 Survey of Income and Education and the 1970 Census. According to the study:

- The correlational analysis suggested that the lower level of education of Hispanics was the single most important reason for the lower wages they received compared to non-Hispanic whites. The differential attributed to education was highest among Puerto Ricans and Mexicans, compared to white non-Hispanics, and lower for blacks.
- Differences in cost-of-living levels in different geographic areas also correlated with wage differences between non-Hispanic and various Hispanic origin groups—with the largest differential for Mexicans, many of whom lived in the lower-living-cost Southwest.
- The larger the number of immigrants in the group, the greater the wage differential.
- More limited employment in public sector jobs had a small effect on wage differentials between Hispanic women and white non-Hispanic women. In contrast, black women gained an advantage over whites because of their higher rate of employment in the public sector.
- The wages of white and non-white Hispanics did not differ significantly.
- Controlling for sex, age, race, education and other observable characteristics, lower wages among Hispanic groups were attributed, in part, to employment discrimina-

[19] R.B. Freeman, *Changing Market for Young Persons* (Boston, Mass.: Harvard University, 1981).

[20] David Gottlieb, *America's Estranged Youth: Late Experiences and Work Styles* (Houston, Tex.: University of Houston, 1981).

[21] Cordelia Reimers, *Why Are Hispanic Americans' Incomes So Low: An Analysis of the Family Incomes of the Major Hispanic Origin Groups in the U.S.* (Princeton, N.J.: Princeton University, 1982).

"U.S. Jobless Rate Hits 9.8% in July" from the August 7, 1982 edition of the Los Angeles Times has been removed due to copyright restrictions.

YOUTH FOR HIRE

Student Materials

Author: Phyllis F. Maxey
Business Issues in the Classroom
Constitutional Rights Foundation
Los Angeles, California
Revised, 1983

YOUTH FOR HIRE

The job market. What is it like today? Will you have a wide range of jobs open to you in a booming economy, or will you have trouble finding work? This lesson looks at the problems of youth employment. You will learn about job-hunting, want ads, working conditions, and legal restrictions on working youth. We will also take a look at the jobs of the future -- which occupations will be in demand and which will have more workers than jobs?

There will soon be 100 million people in the American workforce. These people are an essential resource for business because without them a company could not achieve its goals. But employees also have goals and a company must strive to create working conditions and opportunities that allow them to achieve their personal goals. Business managers try to recruit the best workers for the job. There are many government agencies and many laws that influence the hiring decisions business people make. For special groups, such as young people, the community may join with business in establishing programs that provide jobs.

In this unit you will be studying the opportunities for youth in the job market. Activities include:

1. TWO CASE STUDIES: The Angry Employees and The Angry Employer
2. ACTIVITY: Job Hunting
3. ACTIVITY: The Unemployed
4. ACTIVITY: Getting the Facts
5. READING: Jobs in 1990
6. ROLE PLAY: You're the Boss
7. READING: The Law -- Working Rights and Restrictions for Youth
8. PROBLEM SOLVING
9. VOCABULARY WORKSHEET

THE CASE OF THE ANGRY EMPLOYEES

This is an interview of a group of employees of a fast-food business. The employees are all high school students, 15-18 years old. A survey of fast-food employees shows that the average teenage worker quits after four months.

Interviewer: "How do you like your job?"

Jill: "It's better now. When I first started I went crazy. There was this manager who thought he was a real Macho Man. He just liked to push people around. Now we have a new manager and he is much fairer."

Interviewer: "How about the rest of you? Do you like your jobs?"

Marcy: "I love to be Assistant Manager! I get to work on schedules, tell people where to be, and learn something." (Marcy then leaves to go back to work.)

Interviewer: "How do you like your job?"

John: "This is the worst job I have ever had. I have to get here 30 minutes before I have to do anything and just sit around in the back room until they need me. I don't even get paid for that time."

Interviewer: "Have you complained about it?"

John: "Oh yeah, everybody I work with knows. If I say anything to the boss, he may tell me to quit."

Interviewer: "How do you like your job?"

Luke: "I will never again get a job in the fast-food business!!! I have to work 8 hours a day in the summer and only make $2.85 an hour. It's a rip-off. Everybody telling you where to be and what to do all of the time. I like to work on my own, not on top of all these others."

Interviewer: "Do you have any gripes about the job?"

Betty: "You bet. The pay is too low for the kind of work we do. You're on your feet from 10:00 in the morning until 2:00 without a break. It's hard work and we deserve more money."

Interviewer: "This sounds like a pretty bad place to work. Why don't you quit?"

John: "I need a summer job and this is the only thing I could come up with."

Jill: "I figure all part-time jobs are like this. They just don't care if you have complaints or if you quit."

Luke: "I may quit as soon as I get $200 saved."

Craig: "This place is better than my last job. I worked for a guy whose business was an hour from my house. Then when I would go there he would have me work an hour or two and send me home. I was losin' money in that job. Two hours of travel and one hour's work."

* * * * * * * * * * * * * * * *

THE CASE OF THE ANGRY EMPLOYER

Interviewer: "Does your company make any special effort to hire young people?"

Employer: "We are part of a program called YOU -- Youth Opportunities Unlimited -- that is sponsored by the city schools and the Chamber of Commerce."

Interviewer: "What does that program try to do?"

Employer: "Well, companies are asked to provide summer jobs for kids from our schools. The schools screen students in terms of ability and need and then send them to us. We had three high school students working here last summer."

Interviewer: "Are you planning on hiring more teenagers?"

Employer: "Well, you caught me on a bad day -- I'm not sure I want to answer that question."

Interviewer: "Why? What happened?"

Employer: "I had a kid in here today who is the perfect example of why youth unemployment is so high. Let me describe him for you. He walked into my office -- patched blue jeans, a shirt that looked like he slept in it, shaggy, stringy-looking hair, shoulders slumped, chewing gum, and staring at the floor. "He was probably discouraged from other job-hunting trips, because I'm sure he had been turned down before. I handed him an application form and he had to borrow a pen, a phone book to look up addresses and phone numbers for his references, and then asked for a second application form because he had too many things crossed out on this one. "No wonder he's had trouble finding a job! Outside the office was his girlfriend, leaning on a vending machine, looking bored, playing her portable radio."

Interviewer: "What have the teenagers been like who have gotten jobs with your company?"

Employer: "They have an entirely different attitude than this kid I saw today. They want to work, to learn a business. They dress neatly and have clean hair. They look at you when you are talking to them. They are prepared to fill out an application form. They speak up and don't mumble. They don't bring all of their friends with them. "From my point of view, kids better learn a few old-fashioned ways of behaving or they may never get jobs."

DISCUSSION QUESTIONS

<u>The Case of the Angry Employees</u>:

1. What is your reaction to the <u>The Case of the Angry Employees</u>? Have you had any experiences similar to theirs?
2. What are the working conditions that are making the fast-food employees angry?

3. Is there any problem with the "high turnover" rate that shows that the average teenager quits after four months?
4. What are the responsibilities of the manager and the assistant manager of a fast-food business? Are they responsible for some of the problems of the employees in this case?
5. What could the workers do about their situation?
6. Do angry employees harm a business in any way?

The Case of the Angry Employer:

1. What is your reaction to this employer? Does he seem like a fair person? a prejudiced person?
2. What are his complaints about young people?
3. Do you agree with the employer's criticism of the teenager he or she had interviewed that day?
4. Should a person have to dress in a certain way in order to get a job? What do you think are examples of unreasonable dress requirements?
5. Why would business participate in a program such as Youth Opportunities Unlimited?
6. Do you think money should be spent by schools, business, and governement for special programs to help young people get jobs?

JOB HUNTING

Jobs are sometimes hard to find, especially if you happen to be under the age of 24. Almost half of the 8 million unemployed people in the U.S. are between the ages of 16 and 24.

Some people are not very sympathetic with the unemployment problem. They often say, impatiently:

> "Anyone can find a job! First you have to want to work. Then you just open a newspaper and look at the hundreds of "want ads" offering jobs. There are plenty for everyone."

Let's see if this statement is true for one special group in the labor force, young people in school. Look at the following want ads. Identify the type of job offered, the requirements for that job, and what you think YOUR chances would be for getting the job.

Which of these "want ads" offers a job that interests you? Which jobs would you be qualified for (necessary skills or education)? Why would students have more trouble finding a job than someone who is older and has graduated from school? Can "anybody find a job"? Where are the best places to look for jobs for young people?

THE UNEMPLOYED

Directions: Test your skill at reading charts and graphs by studying Figures 1, 2 and 3. Answer the true/false questions using this information.

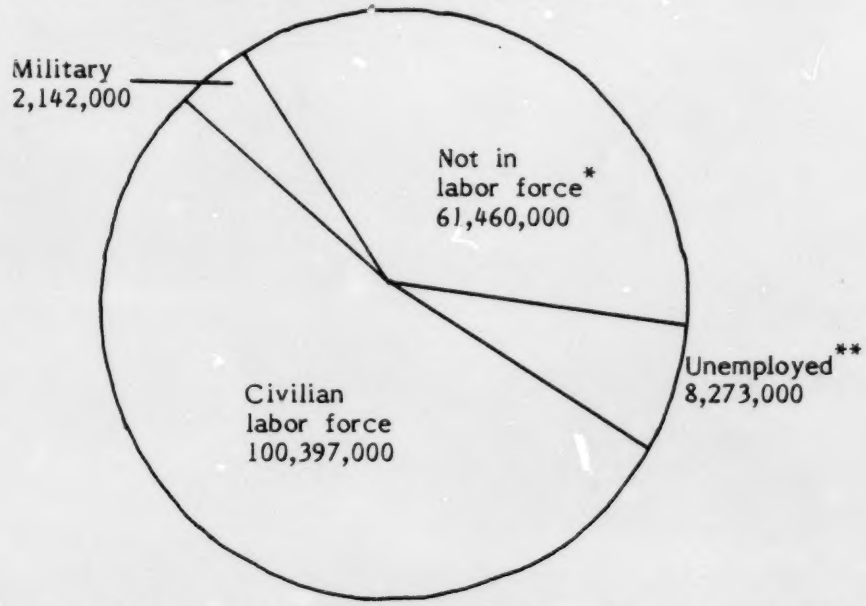


Figure 1. EMPLOYMENT STATUS, 16 YEARS OF AGE AND OLDER, 1981.

* Persons not in the labor force are those without jobs and those who have not been seeking work in the four weeks before the survey was taken.

** Unemployed people are counted as part of the civilian labor force in most surveys, although they are separate on this graph. The unemployed are those who do not have jobs but are looking for work.

Source: U. S. Department of Labor, Bureau of Labor Statistics

	Full-Time	Part-Time
Civilian Labor Force	92,921,000	15,749,000
Employed	86,126,000	14,271,000
Unemployed	6,795,000	1,477,000
Per cent*	7.3	9.4
Males, 20 years & older	54,312,000	2,885,000
Employed	50,918,000	2,665,000
Unemployed	3,394,000	220,000
Per cent*	6.2	7.6
Females, 20 years & older	33,875,000	8,610,000
Employed	31,481,000	8,108,000
Unemployed	2,394,000	502,000
Per cent*	7.1	5.8
Persons, 16 to 19 years	4,734,000	4,254,000
Employed	3,727,000	3,498,000
Unemployed	1,007,000	755,000
Per cent*	21.3	17.8

Figure 2. CIVILIAN LABOR FORCE BY AGE AND SEX, 1981.

* Unemployed as per cent of civilian labor force in specified group.

Source: U.S. Department of Labor, Bureau of Labor Statistics

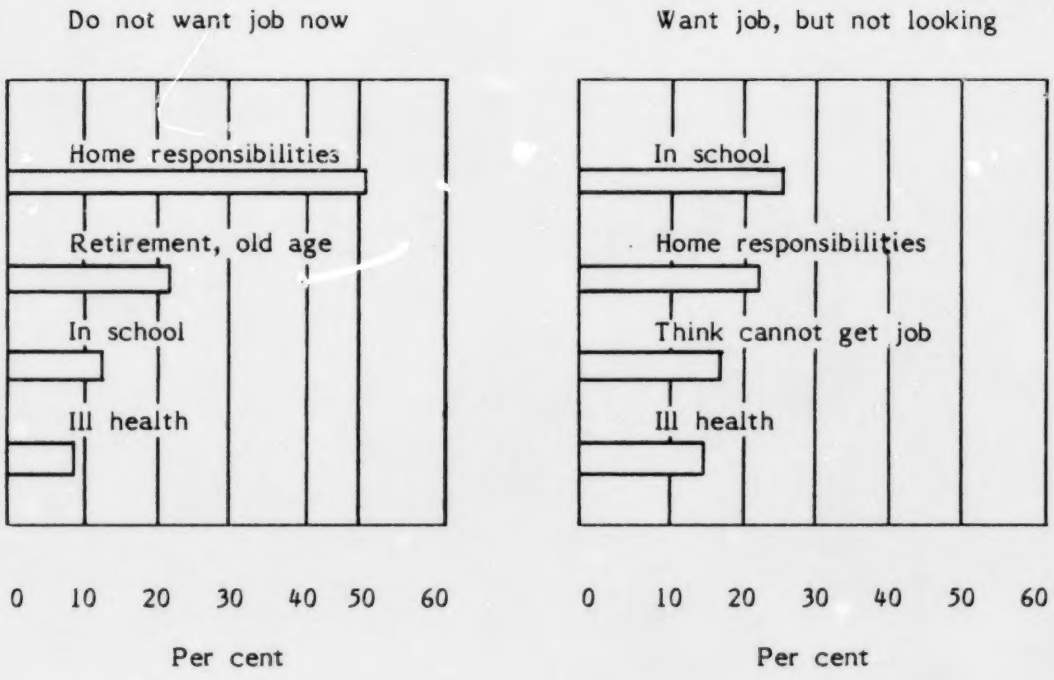


Figure 3. PERSONS NOT IN THE LABOR FORCE, REASONS, 1981.

Source: U. S. Department of Labor, Bureau of Labor Statistics

True-False Quiz

Reading Employment Charts and Graphs

_____ 1. There are approximately one million people in the U. S. civilian labor force.

_____ 2. The U. S. government would classify a person who has not looked for work for six months and has no job as "unemployed."

_____ 3. 21% of the youth in the civilian labor force who were seeking full-time jobs in 1981 were unemployed.

_____ 4. For those people "not in the labor force" who do not want jobs, the most frequent reason for not being employed is responsibilities in the home.

_____ 5. For those people "not in the labor force" who want jobs but are not looking for work at the time of the survey, 50% believe that they cannot get jobs.

_____ 6. More women have part-time jobs than men, even though women are a smaller group in the civilian labor force.

_____ 7. Retired people who do not have jobs and are not seeking jobs are not counted as part of the labor force.

_____ 8. Teenagers' unemployment rate is higher than the rate for either men or women over 20.

_____ 9. Ill health is the primary reason given for non-participation in the labor force.

_____ 10. Persons under the age of 16 are not counted in the statistics presented in Figures 1, 2 and 3.

GETTING THE FACTS

...by using the library

1. Use the Reference department of your library to find the most recent information on the unemployment rate for the following groups: women, men, young people, blacks, Hispanics. What was the unemployment rate in the 1930s during the Depression? What is the rate today?
2. Use the Reference department to find information on the unemployment situation in your state and community. Is it better or worse than national figures?
3. Use the Reader's Guide to Periodical Literature to find articles that explain the minimum wage law and its effect on youth. Be sure to keep a record of the title and author of the article, as well as the name, date, and page number of the magazine. Debate the pros and cons of this law for youth.

...by using the phone

4. Call the Chamber of Commerce for your city. Find out if there are businesses with special programs to employ young people. Follow-up any "leads."
5. Call the local unemployment insurance office. Find out who is covered by unemployment insurance, who pays for it, how much a weekly benefit is, and how long an unemployed person receives benefits.

... by interviewing people

6. Interview junior and senior high school students about their summer or part-time jobs. You might want to add some of your own questions to the following:
   Have you ever had a paid job?
   How did you find out about it?
   Was it a good job? Why and why not?
   What kind of job would you like to have in a few years?
7. Interview your parents, business people, economics teachers, or others who can help you answer this question: "What causes unemployment?"
8. Visit the school placement office or a counselor to find out what services are available through your school to help students find jobs.

Jobs: Job Openings to 1990 and Current Earnings

Sources: Bureau of Labor Statistics, U.S. Labor Department. For more detailed information on job categories, see the Occupational Outlook Handbook, 1980-81 Edition.

Occupation	Est. No. of Jobs, 1978	% Change 1978-90 (est.)	Average Earnings[1] (dollars)
Industrial			
Assemblers	1,164,000	43.0	3-6/hr.
Blue-collar worker supv.	1,671,000	16.0	16,000/yr.
Compositors	181,000	-12.8	9/hr.
Machine tool oper.	542,000	12.4	8/hr.
Power truck oper.	363,000	24.0	6.50/hr.
Printing press oper.	167,000	8.9	8.70-9.32/hr.
Tool-and-die makers	170,000	23.5	8.53/hr.
Welders	679,000	33.6	6-7/hr.
Offices			
Accountants	966,000	29.4	15,700-27,300/yr.
Bank officers, mgrs.	330,000	54.5	900-1,800/mo.[2]
Bank tellers	410,000	11.0	135-160/wk.
Bookkeepers	1,830,000	11.8	916/wk.
Cashiers	1,400,000	49.7	3.72-7.64/wk.
Computer operating pers.	660,000	62.2	160-300/wk.
Computer programmers	247,000	102.4	380-485/wk.
Computer systems analysts	182,000	119.8	370-460/wk.
Insurance claim reps.	169,000	40.5	11,215-14,760/yr.
Lawyers	487,000	25.0	50,000/yr.
Office machine oper.	160,000	26.2	167/wk.
Personnel & labor relations	405,000	16.8	22,600/yr.
Postal clerks	260,000	-19.0	17,058 /yr.
Purchasing agents	185,000	44.3	16,200/yr.
Receptionists	588,000	27.9	155/wk.
Secretaries, stenographers	3,884,000	45.4	817-1,085/mo.
Shipping, receiving clerks	462,000	23.0	232/wk.
Typists	1,044,000	19.4	193/wk.
Service Occupations			
Barbers	121,000	15.7	230-280/wk.
Bartenders	282,000	30.9	3.34-6.53/hr.
Building custodians	2,251,000	20.1	4.21/hr.
Correction officers	110,000	38.9	14,900/yr.[3]
Cooks and chefs	1,186,000	31.9	(4)
Firefighters	220,000	21.0	12,700-15,800[5]
Guards	550,000	50.0	3.63/hr.
Meatcutters	204,000	-6.3	8.32/hr.
Police officers	450,000	22.7	9-18,000/yr.[6]
Private household workers	1,162,000	-23.2	(6)
Waiters and waitresses	1,383,000	18.2	1.31-3.46/hr.[7]
Educational and related occupations			
K-8 teachers	1,322,000	24.9	14,689/yr.
Second. school teach.	1,087,000	-20.8	15,474/yr.
Coll., univ. faculty	673,000	-9.2	18,700/yr.[8]
Sales occupations			
Auto. sales workers	158,000	28.5	336/wk.
Gas station workers	340,000	-5.6	2.50-5.00/hr.
Retail trade sales workers	2,861,000	32.8	3.13-7.12/hr.
Construction occupations			
Carpenters	1,253,000	10.9	10.05/hr.
Constr. laborers	860,000	12.8	8.45/hr.
Electricians (constrs.)	290,000	20.7	11.25/hr.
Painters	484,000	11.6	9.36/hr.
Plumbers, pipefitters	428,000	19.9	10.10/hr.
Roofers	114,000	22.8	9.80/hr.

Occupation	Est. No. of Jobs, 1978	% Change 1978-90 (est.)	Average Earnings[1] (dollars)
Transportation occupations			
Airplane mechanics	132,000	10.1	26,800/yr.
Airplane pilots	76,000	43.9	57,000/yr.
Airline reser. agts.	56,000	15.0	3.17/wk.
Conductors (RR)	37,000	6.2	1,064-1,637/mo.
Flight attendants	48,000	58.2	1,200/mo.
Busdrivers (local)	77,000	18.9	7.35/hr.
Taxicab drivers	94,000	0.0	3.90/hr.
Truckdrivers (local)	1,720,000	18.4	9.10/hr.
Truckdrivers (long-dist.)	584,000	18.0	29,000/yr.
Scientific and technical occupations			
Aerospace engineers	60,000	20.7	NA
Chemical engineers	53,000	20.0	NA
Chemists	143,000	24.0	23,900-29,200/yr.
Civil engineers	155,000	22.8	NA
Drafters	296,000	24.0	9,800-16,900/yr.
Electrical engineers	300,000	21.5	NA
Industrial engineers	185,000	26.0	NA
Mathematicians	33,500	9.9	14,800-22,500[9]
Mechanical engineers	195,000	19.1	NA
Mechanics and repairers			
Appliance repairers	145,000	24.1	5-10/hr.
Automobile mechanics	980,000	22.7	8.32/hr.
Bus. machine operators	63,000	56.0	200-300/wk.
Computer serv. technicians	63,000	92.5	240-400/wk.
Indust. machinery repairers	655,000	66.0	7.74/hr.
Shoe repairers	22,000	-4.5	3-6/hr.
Telephone, PBX installers and repairers	115,000	17.5	8.58-8.90/hr.
TV, radio serv. technicians	131,000	26.7	4.00-8.75/hr.
Health and medical occupations			
Dentists	120,000	29.2	50,000/yr.
Dental assistants	150,000	50.0	7,800-8,400/yr.
Dental hygienists	35,000	85.7	12-13,000
Dietitians	35,000	42.9	15,800[9]
Health serv. administrators	180,000	57.1	38,000/yr.[10]
Medical laboratory workers	210,000	28.2	15,700/yr.[11]
Nurses, registered	1,060,000	48.6	275/wk.
Nurses, licensed practical	518,000	62.2	9,000/yr.[9]
Nursing aides, orderlies, attendants	1,037,000	52.0	160/wk.[9]
Operating room technicians	35,000	48.9	10,700/yr.
Pharmacists	135,000	37.0	21,000/yr.[11]
Physical therapists	30,000	50.0	16,000/yr.
Physicians, osteopaths	405,000	38.1	(12)
Radiologic technologists	100,000	40.0	13,300/yr.
Veterinarians	33,500	35.6	33,000/yr.
Social scientists			
Economists	130,000	38.2	33,000/yr.[13]
Political scientists	14,000	13.8	13-26,000
Psychologists	130,000	32.1	22,300-33,800/yr.[9]
Sociologists	19,000	8.1	23,800/yr.
Social service occupations			
School counselors	45,000	11.1	17,700/yr.
Homemaker-home hlth. aides	110,000	70.0	2.65-4.15/hr.[7]
Social workers	386,000	24.2	10,300-13,300/yr.[9]
Design occupations			
Architects	54,000	42.6	25,000+/yr.
Interior designers	79,000	20.9	12-50,000/yr.
Communications occupations			
Newspaper reporters	45,000	19.6	370/wk.
Public relations workers	131,000	24.4	22,700-38,000/yr.

(1) Figures are 1978 estimates based on average salary of experienced worker in non-government job. For federal civilian job earnings see p. 113. Ranges of earnings reflect regional and job level differences. (2) Starting salaries. (3) Federal correction officers. (4) Chefs, $3.68-7.13/hr.; cooks, $2.90-6.36/hr. (5) Starting to maximum range. (6) By law, must earn minimum wage, currently 3.35/hr. (7) Excluding tips. (8) Full-time faculty member on 9-mo. contract. (9) Median salary. (10) Administrator of 100-150 bed hospital. (11) Working in hospitals. (12) Median annual salary of private office-based MD's was $65,400 in 1977; osteopathic physicians earned average starting salaries at VA hospitals of $32,900 in 1979. (13) Median salary in private business; $13,300-29,500 in universities.

BEST COPY AVAILABLE

Source: The World Almanac, 1982.

JOBS IN 1990

The chart on p. 12 is a projection of what the job market will look like in 1990. One way to earn the income that you want and avoid becoming unemployed is to choose a career that has a good chance of being in demand in the future. Read the chart carefully and answer the following questions:

1. A minus sign in the second column means that there will be a decrease in these jobs by 1990. List three jobs which will decrease in opportunities:

   _____

   _____

2. What do the numbers in the first column mean?

   _____

   _____

3. List four jobs that have the highest yearly earnings:

   _____

   _____

4. List four jobs that have the lowest hourly earnings:

   _____

   _____

5. List the three occupations that have the highest number of jobs:

   _____ _____ _____

6. Which jobs will increase in number by 1990? What kinds of workers will be in demand?

   _____

   _____

YOU'RE THE BOSS

An employer has to think of many different things when he or she interviews applicants for a job. The following activity puts YOU in the role of the employer, facing people who want a job.

BAXTER'S BAKERY

You are the manager of a large bakery that supplies bread and rolls to all of the city's supermarkets. You need to hire someone to operate the bread slicing and packaging machines. It takes about an hour to train someone to do the job. The main problem you have is safety. The last machine operator quit after losing two of his fingers by being careless. You want a reliable, careful worker who shows up on time and is rarely absent.

On Friday morning you have appointments with four different job applicants. If possible, you want someone working those machines Monday morning.

MS. JONES

The first job applicant is very nervous and looks like she is about 20 years old. She has never had a job before because she has been caring for her two small children, ages 1 and 3. She tells you that she desperately needs work. Her husband has left her and moved to another state. She must support her family.

MR. CRODDY

The next person walks into your office with an air of self-confidence. He is 19 years old and looking for summer work. He needs to earn $1600 this summer to pay his college tuition next fall. Last summer he had a job working in a movie theater as an usher. The hours were bad and he wants this job because he can have week-ends off.

MR. DUC

The third job applicant is a Vietnamese man who has only been in the U. S. for six months. He speaks poor English, but with some effort you can understand him. He is going to take his citizenship test soon. He has worked in a restaurant as a dishwasher and wants this job because it pays more. He says he is 40 years old.

JOHNNY WRIGHT

The last job applicant is a young boy. He is 15 years old, neatly dressed, and very eager. His father is seriously ill and can no longer work. There are five other kids in the family and his mother can not earn enough to pay the bills. He pleads with you for a full-time summer job and part-time work when school starts in the fall.

YOU'RE THE BOSS -- What Is Your Decision?

1. As an employer, what qualities are you looking for in hiring a person to operate the bread-slicing machines?
2. What are the positive qualities of each of the four job applicants?
3. Are there any characteristics of the applicants that would NOT be helpful in this job?
4. What additional information would you like to have?
5. Who would you hire based on this limited information on these four people?

   ___MS. JONES ___MR. CRODDY

   ___MR. DUC ___JOHNNY WRIGHT
6. Did you apply the same criteria to all applicants?
7. There were three young applicants and one older applicant. Did age play an important role in your decision?
8. Did you consider legal restrictions on hiring? The next reading explains how child labor laws would affect your employment decision.

ROLE PLAY

You can choose one of the "want ads" on p. 6 as a basis for interviews between the employer and various job applicants.

- Read the advertisement carefully.
- Divide into small groups of five people.
- One person will play the role of employer. Take five minutes to write down any questions you want to ask in the interview.
- The other four students will play the roles of job applicants. You can create any person you want. Take five minutes to write a brief background history which you will give them employer at the beginning of the interview.
- Begin the interviews.
- After everyone has finished thew interviews, ask the employers to state who was hired and why. Job applicants should be given an opportunity to comment on the interviews.

THE LAW-WORKING RIGHTS AND RESTRICTIONS FOR YOUTH

Questions and Answers

1. Who is a "minor" and why are there special laws for youth?

Federal and state laws regarding employment define a minor as a person under the age of 18. There is a long history of using the law to protect property and people. The protection of young people, or "minors," is a recent addition to the law. The need for Child Labor Laws arose from the abuses of children who were working 12 hours a day in factories and fields. Some lost arms and legs from working with dangerous equipment. The federal government now has laws that regulate wages, types of work, and hours of work for minors.

2. What does the law say about the number of hours a minor may work for an employer?

State and federal laws specifically fix the number of hours a minor may work during the day. The law makes distinctions among specific age categories: 12 to 13, 14 to 15, and 16 to 17 years of age. 12 to 13 year olds may not work on school days. 14 to 15 year olds are allowed to work three hours each school day. 16 to 17 year olds may work four hours on school days and 48 hours per week. The law generally states that if a person is under 18 years of age, he or she cannot be employed for more that eight hours in one day.

3. What types of jobs are forbidden for minors?

Minors (under 18 years of age) are not able to work in occupations that are defined as "hazardous" by federal law. Some of these jobs include working with explosives, using power-driven baking machinery, handling radiation-producing materials, and taking part in mining, excavation, and wrecking operations.

The California Vehicle Code prohibits minors under 18 from being employed solely for the purpose of driving a motor vehicle. Minors may drive or operate a motor vehicle if such driving is occasional and incidental to their employment, such as a drug store clerk making delivery of a prescription.

4. What would happen to a minor if it were discovered that he or she was doing work not legally permitted for minors?

Probably nothing at all. The employer of the minor, on the other hand, could face very stiff legal penalties if it could be shown that the minor was hired intentionally in a manner that did not comply with child labor laws. Any violations of the laws regulating the employment of minors are normally reported to the Labor Commissioner. The commissioner is able to impose any fines or penalties when it has been shown that a violation of the regulations has occurred. The employer can be punished by fines ranging up to $250 or by a jail sentence for a period of up to six months, or by both fine and jail sentence.

5. What is the minumum wage that applies to minors?

California's minumum wage for employees is $3.35 per hour. If the employee is working in certain types of businesses, such as retail, or is under 18, the wage can be reduced to 85% of the minumum, or $2.85 per hour. In 1982 the federal minimum wage was $3.35.

6. What is a work permit and why is it important?

A work permit is an identification card that gives important information. The work permit lists a minor's name, age, social security number, home address, birthdate and other facts. A work permit allows the minor to be hired by an employer. The work permit, beyond being an important source of identification, is also used as a license that is kept on file with the employer and the head of the work permits office. For further information on work permits, a student should contact a counselor or a work experience coordinator at his or her school.

PROBLEM SOLVING

Small Group Members

_____ _____

_____ _____

_____ _____

Members of your class can do something about youth employment that will help each other. The chart below has places to write about youth needs and problems with employment, possible solutions, and actions your class could take to make things better. Work in a small group and complete the chart using any ideas suggested by your group. Then share your ideas with the entire class and decide what action you want to take.

Youth Employment Needs/Problems	Possible Solutions	Proposal For Action
1. Nobody knows what jobs are available or where to find out about them.	*Read the want ads in the newspaper *Talk to parents and friends *Call the mayor's office *Call the state employment office *Go to a school job placement counselor	*Find out about special programs in the community that provides jobs for youth. *Use a classroom bulletin board to share job information from all sources (family, friends, agencies, school businesses).
2. It's harder for students to find jobs because we need part-time work of summer-only work.		
3.		
4.		

VOCABULARY WORKSHEET

UNEMPLOYED	WAGE
MINORS	WORK PERMIT
FEDERAL	WANT AD

Place the correct word next to its definition.

_____ 1. announcement of a job opening by a business
_____ 2. under the age of 18
_____ 3. national government
_____ 4. license and identification card
_____ 5. temporarily without a paid job
_____ 6. payment to an employee in return for work

Write the correct definition next to each of these words.

7. EMPLOYER

_____

_____

8. HARD-CORE UNEMPLOYED

_____

_____

9. QUALIFICATIONS

_____

_____

10. INTERVIEW

_____

_____